



Syllabus

Course Title: *Introduction to College Writing*

Course Code: **ENG-131**

Semester: Winter 2024

Contact Information:

Email: eric@dsdt.edu

Office Hours: 2 PM to 3 PM Mondays and Wednesdays

Office Location: Online via Microsoft Teams

Send meeting requests via email at least 48 hours in advance.

Instructor: Eric Jean Weiss

MA – Educational Technology

BFA – Computer Art

DRMA/DNAP - Architecture

AI/ML & Business Cert. - MIT

Gen/Ed Cert. – Stanford University

Course Description

This course introduces students to the fundamentals of effective writing, emphasizing the development of analytical, persuasive, and narrative skills.

Utilizing Robert P. Yagelski's *Writing: Ten Core Concepts* (3rd Edition), students will explore key concepts that enhance writing proficiency across various contexts.

Course Objectives

By the end of this course, students will be able to:

- Understand and apply the ten core concepts of effective writing.
- Analyze and construct well-organized essays in analytical, persuasive, and narrative forms.
- Develop a clear and coherent writing style appropriate for academic contexts.
- Engage in the writing process, including drafting, revising, and editing.
- Critically evaluate and incorporate sources following MLA guidelines.

Required Materials

Internet access, Webcam, word processing software, laptop or desktop.

REQUIRED TEXTBOOK: Yagelski, Robert P. *Writing: Ten Core Concepts* (w/ MLA9E Updates), 3rd Edition, Cengage Learning, 2022.

Scheduled Weekly Sessions

Week 1 - Introduction to the Course and Core Concepts

- Overview of syllabus and course expectations
- Introduction to the ten core concepts of writing

Learning Objective: Why We Write

During the first week, we will review the course syllabus, discuss expectations, and introduce the ten core concepts of writing. We will have a class discussion about the purposes and importance of writing in personal, academic, and professional contexts. To wrap up the week, you will complete a reflective exercise to identify your personal writing goals.

Discussion:

What are your initial thoughts on the ten core concepts of writing?
How do you see these concepts applying to your personal writing goals?

Reading: Chapter 1

No assignment

Learning Outcome: Students will understand course expectations and be able to identify the ten core concepts of writing, laying the foundation for their personal writing journey.

Week 2 - Writing as a Process of Discovery and Learning

- Understanding writing as a recursive process

Learning Objective: Writing as a Process

This week, we will explore the idea of writing as a recursive and creative process. We will discuss how writing evolves over time and how overcoming challenges can enhance creativity. You will begin drafting short reflective pieces to understand the importance of revision and how it shapes the writing process.

Discussion:

How has your understanding of writing as a process changed over time?
What challenges do you face in your own writing process?

Reading: Chapter 2

Assignment: Reflective essay on personal writing experiences (500 to 600 words long)

Learning Outcome: Students will recognize writing as a recursive process and reflect on their personal writing challenges and growth.

Week 3 - Contextualizing Writing

- Analyzing the role of audience and purpose

Learning Objective: Context and Audience

In Week 3, we will focus on the role of the audience and purpose in shaping effective writing. During class, we will engage in workshop activities to practice tailoring a single message for different audiences. Additionally, we will analyze sample texts to identify the intended audiences and purposes behind them.

Discussion:

Why is understanding the audience and purpose important in writing?

How do you tailor your writing for different audiences?

Reading: Chapter 3

Workshop: Identifying audience and purpose in sample texts (200 to 300 words long)

Learning Outcome: Students will analyze how audience and purpose influence writing and apply these concepts to tailor their work effectively.

Week 4 - Analytical Writing

- Techniques for critical analysis

Learning Objective: Developing Ideas

This week is dedicated to generating and organizing ideas effectively. We will practice brainstorming and freewriting techniques to stimulate creativity. As a class activity, you will work on developing structured outlines for essays or upcoming projects.

Discussion:

What strategies help you approach critical analysis in writing?

How do you ensure objectivity when analyzing texts?

Reading: Chapter 4

Assignment: Analytical essay on a selected topic (800 to 1000 words long)

Learning Outcome: Students will develop critical analysis skills and write objective, well-supported analytical essays.

Week 5 - Persuasive Writing

- Crafting effective arguments

Learning Objective: Supporting Claims and Arguments

In Week 5, we will learn techniques for crafting logical, persuasive arguments. Class discussions will focus on balancing emotion and logic in writing. We will also hold a peer-review session to refine thesis statements and strengthen supporting evidence in your work.

Discussion:

What makes an argument persuasive?

How do you balance emotion and logic in crafting arguments?

Reading: Chapter 5

Workshop: Developing thesis statements and supporting arguments

Learning Outcome: Students will learn to craft compelling arguments, balancing emotion and logic, to effectively persuade an audience.

Week 6 - Narrative Writing

- Elements of storytelling in writing

Learning Objective: Research and Source Evaluation

This week, we will explore how to conduct effective research and evaluate sources for credibility. In a group activity, you will practice distinguishing between reliable and unreliable sources. You will also begin building annotated bibliographies for your upcoming assignments.

Discussion:

What elements of storytelling resonate most with you as a writer?

How do personal experiences shape narrative writing?

Reading: Chapter 6

Assignment: Narrative essay (1500 to 1600 words long)

Learning Outcome: Students will explore elements of storytelling and use personal experiences to craft engaging narratives.

Week 7 - Research and Source Integration

- Conducting research and evaluating sources

Learning Objective: Integrating Sources

In Week 7, we will discuss strategies for summarizing, paraphrasing, and quoting sources effectively. During a workshop, you will practice blending research with your personal voice in writing. Additionally, we will focus on proper citation methods to ensure academic integrity and avoid plagiarism.

Discussion:

What strategies do you use to identify credible sources?

How do you integrate research without losing your own voice?

Reading: Chapter 7

Workshop: Summarizing and paraphrasing sources

Learning Outcome: Students will evaluate source credibility, conduct thorough research, and integrate sources into their writing seamlessly.

Week 8 - MLA Formatting and Citation

- Understanding MLA guidelines

Learning Objective: Coherence and Organization

This week, we will concentrate on creating coherence within paragraphs and across essays. In a group activity, you will analyze sample texts to identify logical flow and connections. You will also practice writing clear transitions to improve the overall structure of your work.

Discussion:

Why is proper citation critical in academic writing?

What challenges do you face when applying MLA guidelines?

Reading: Chapter 8

Assignment: Annotated bibliography

Learning Outcome: Students will apply MLA guidelines for proper citation and understand the importance of academic integrity in their writing.

Week 9 - Drafting and Revising

- Strategies for effective drafting and revision

Learning Objective: Revising and Editing

In Week 9, we will discuss the difference between revision and proofreading. You will participate in peer-review sessions to identify areas for improvement in your drafts. Using the feedback provided, you will revise your personal drafts to strengthen your final submission.

Discussion:

What do you find most challenging about the revision process?

How does peer feedback help improve your writing?

Reading: Chapter 9

Workshop: Peer review of draft essays

Learning Outcome: Students will refine their drafting and revision strategies and utilize peer feedback to improve their work.

Week 10 - Writing with Style

- Developing a unique writing voice

Learning Objective: Exploring Writing Styles

This week, we will examine how writing style reflects a writer's purpose and audience. Together, we will analyze the writing styles of different authors and genres. You will also practice developing your own unique voice and tone in your writing.

Discussion:

What defines a writer's unique voice?

Which authors' writing styles inspire you, and why?

Reading: Chapter 10

Assignment: Style analysis of a selected author (500 to 600 words long)

Learning Outcome: Students will identify elements of a unique writing voice and analyze the stylistic choices of established authors.

Week 11 - Writing in Digital Environments

- Adapting writing for digital platforms

Learning Objective: Writing for Digital Media

In Week 11, we will explore the unique features of writing for digital platforms. As a class, we will participate in a group activity to create engaging blog posts or social media content. We will also discuss strategies for connecting with and captivating digital audiences.

Discussion:

How does writing for digital platforms differ from traditional formats?
What makes content engaging for online audiences?

Reading: Chapter 11

Workshop: Creating a blog post or digital article (200 to 300 words long)

Learning Outcome: Students will adapt traditional writing techniques for digital platforms and create engaging content for online audiences.

Week 12 - Collaborative Writing

- Techniques for effective group writing

Learning Objective: Collaborative Writing

This week, we will focus on strategies for effective teamwork in writing projects. You will begin working on a group writing project, emphasizing clear communication and role division. Finally, we will reflect on the challenges and benefits of collaborating with others.

Discussion:

What are the benefits and challenges of collaborative writing?
How do you ensure effective communication in group projects?

Reading: Chapter 12

Assignment: Group project proposal

Learning Outcome: Students will explore effective group writing strategies, enhance communication skills, and contribute to collaborative projects.

Week 13 - Writing for Professional Contexts

- Understanding professional writing genres

Learning Objective: Writing in Professional Contexts

In Week 13, we will discuss the key characteristics of professional writing, such as clarity and tone. You will participate in a workshop to craft resumes, cover letters, and professional emails. During class, you will share and critique drafts of these professional documents in small groups.

Discussion:

What defines professionalism in writing?

How do you adapt your writing style for professional contexts?

Reading: Chapter 13

Workshop: Crafting a professional email and resume

Learning Outcome: Students will understand professional writing genres and craft documents such as professional emails and resumes.

Week 14 - Ethical Considerations in Writing

- Discussing plagiarism and academic integrity

Learning Objective: Ethics in Writing

This week, we will explore the importance of academic integrity and ethical considerations in writing. Through case studies, we will analyze the consequences of plagiarism. We will also discuss ethical dilemmas in writing and strategies for navigating them responsibly.

Discussion:

Why is academic integrity essential in writing?

How do you navigate ethical dilemmas in your own work?

Reading: Chapter 14

Assignment: Reflective essay on ethical writing practices (800 to 1000 words long)

Learning Outcome: Students will recognize the importance of academic integrity and reflect on ethical considerations in their writing practices.

Week 15 - Final Project Workshop

- Individual consultations and peer reviews
- Preparation for final project submission

Learning Objective: Preparing Final Projects

In Week 15, you will receive individual and group consultations to finalize your projects. We will conduct peer reviews to refine your drafts further. Additionally, we will hold a workshop to address any last-minute questions or challenges with your assignments.

Discussion:

What are your key takeaways from the feedback on your final project?
How has your approach to writing evolved throughout this course?

Learning Outcome: Students will refine their final projects through peer and instructor feedback and reflect on their progress throughout the course.

Week 16 - Final Project Presentations and Course Wrap-Up

- Presentation of final projects
- Course reflection and evaluations

Learning Objective: Final Presentations and Course Reflection

During the final week, you will present your final projects to the class and highlight key takeaways. We will reflect on personal growth and writing skills developed throughout the course. To conclude, we will complete course evaluations and discuss how to apply the writing concepts you've learned to future projects.

Discussion:

What did you learn from your peers' final presentations?
How will you apply what you've learned in this course to future writing projects?

Learning Outcome: Students will present their final projects, evaluate peer presentations, and reflect on how to apply course learnings to future writing endeavors.

Assignments AND Grading

- Reflective Essays: 15%
- Analytical Essay: 15%
- Narrative Essay: 15%
- Annotated Bibliography: 10%
- Group Project: 15%
- Final Project: 20%
- Participation: 10%

Course Policies

- **Participation:** Regular participation is mandatory. Not interacting during our class sessions may affect your final grade.
- **Late Work:** Assignments submitted late will incur a penalty unless prior arrangements are made.
- **Academic Integrity:** Plagiarism and academic dishonesty will not be tolerated and may result in course failure. Assignments will be checked for AI generated content with Grammarly and Quill Bot.

Additional Resources

- Library: [Welcome to Open Library | Open Library](#)
- Writing Resources: [Quill.org | Interactive Writing and Grammar](#)

Note: This syllabus is subject to change. Any modifications will be communicated in advance.

Last modified in January 2025